



# Forrest Primary School

## Kindergarten

### Term 2 2015 Overview

#### Kindergarten Teachers:

Mrs Brooke De Angelis

Miss Emma Sandford

Miss Rebecca Tedeschi

#### Literacy

In Kindergarten there is a whole language approach to literacy learning, with a focus on making meaningful connections for children. This includes the use of rich literature to engage, model and reinforce sight words, phonemes, language features, text types and reading strategies.

- **Fine Motor** – Elements of the 'Write On' program are used to support handwriting. The focus for term 2 is letter formation including correct starting point, letter size and finger spacing.
- **Writing** - Students will continue to have exposure to modelled, shared and independent writing texts. Students will begin to write retells of personal events and stories. They will be explicitly taught to utilise the writing strategies 'connecting', 'creating images', 'using spelling generalisations', 're-reading', 'sounding out' and 'chunking'
- **Modelled reading** - The teacher reads and demonstrates last terms reading strategies and introduces the strategies of 're-reading', 'reading on', 'chucking' and 'connecting'.
- **Guided reading** – students will practise the strategies taught through modelled reading, as well as revise strategies learnt from last term ('predicting', 'creating images' and 'sounding out').

#### Mathematics

- Exploring numbers 10-20; numeral formation, 1:1 correspondence when counting, recognising on arrays and number lines.
- Number sequences. A range of experiences for students to understand and identify where numbers are placed in relation to each other.
- Counting forwards and backwards from different starting points.
- Beginning to develop an understanding of simple addition and develop strategies such as counting on and pictorially representing addition facts to 10.
- Identifying and matching equal groups.
- Describing position and movement

#### Specialist Programs

**Gross Motor:** Each Friday, students engage in rotations that foster both fundamental motor skills and cooperation with others.

**Library:** Each class has time in the library to borrow books and share stories. Students are required to return the books on each library day.

**Library times:**

KD – Tuesday (note: change in day)

KS – Wednesday (note: change in day)

KT – Wednesday.

**Buddies:** Students will continue to participate in the buddy program where they get opportunities to form relationships, engage in shared reading, shared writing, sport and Art.

#### Home Reading Program

Students have now started the home reading program. Students are encouraged to read every night. Take home books are changed on Mondays, Wednesdays and Fridays.

We would appreciate at least 2 volunteers per class to assist with the changing of books and listening to children read. If you are available to volunteer please contact your child's teacher.

All volunteers are required by law to hold a current 'Working with vulnerable people' card. These can be obtained for free from any ACT Government Shop Front.

#### Talk time

During week 2 students will be sent home with a list of topics related to the Unit of Inquiry. Students are asked to select a topic from the list and deliver a short presentation about the chosen topic. Students will only have the opportunity to present if they have come prepared on their rostered day.

#### Contact Us:

We're more than happy to talk to you regarding your child. Please feel free to call the front office for an appointment on 62055644 or alternatively contact us via email.

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#### Unit of Inquiry

##### WHERE WE ARE IN PLACE AND TIME

**Central Idea:**

Families are different all over the world

**Concepts:** Perspective and Form

**Lines of Inquiry**

- Families
- Family structures
- How families live in different countries
- Family celebrations

**Assessment:**

- Students will be asked to discuss and record how their family is the same and/or different to a peer's family.
- Students will be asked to draw a picture and describe something their family celebrates.

##### HOW WE ORGANISE OURSELVES

**Central Idea:**

People in the community help keep us safe and healthy

**Concepts:** Function and reflection

**Lines of Inquiry:**

- Keeping safe
- Keeping healthy
- Where to go when we need help
- Community members

**Assessment:**

- Identify people in the community, at home and at school that we trust and can keep us safe
- Identify and explain ways a member of the community helps keep us safe and healthy